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ABSTRACT

Because there is no "right" way to do assessment, vocational evaluation, or employability development planning, a variety of strategies and tools are used by agencies that best match agency resources and client needs. One common tool used by Lane County CETA, Jackson-Josephine Job Council, and Mid-Willamette Valley Consortium (all in Oregon) is the Career Information System (CIS). The agencies have found the Career Information System to be an invaluable resource for providing accurate occupational and educational information to career decision makers. CIS is used in seven main ways: (1) to provide career exploration by providing facts about jobs; (2) to increase knowledge about jobs and training so informed choices can be made; (3) to motivate the unemployed so they will become more interested in exploring training and placement opportunities; (4) to help discover courses of action and the way various alternatives might affect their future; (5) to assist in applying for and entering into training and employment--writing resumes, conducting interviews, etc.; (6) to assist in writing employability development plans; and (7) to assist in program planning. (KC)

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The Role the Career Information System Plays in Assessment and Employability Development Plans

Charlene K. Fauria

April, 1981

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THE ROLE THE CAREER INFORMATION SYSTEM PLAYS IN ASSESSMENT AND EMPLOYABILITY DEVELOPMENT PLANS

Assessment and Employability Development Plans

Since 1978 the federal government has required CETA prime sponsors to make a detailed assessment of each participant in the CETA program. The purpose of the assessment is to identify, through the preparation of an Employability Development Plan (EDP), those services or activities which will enable the participant to obtain unsubsidized employment and increased earnings. A primary purpose of an EDP is to help a CETA participant develop short- and long-range career goals. EDP's also serve as a means by which participants can monitor their own progress.

"In the CETA context," according to Jess Ramaker, Director of Community Employment Programs in Washington, D.C., "assessment is the process to determine what each individual needs in order to become employable and employed." What that process entails, however, is not easy to define, and assessment remains, by most accounts, one of the most difficult aspects of CETA program operation. This is not surprising since there is a dearth of broadly accepted systematic tools. It is commonly accepted that no one tool can serve all assessment needs.

Moreover, on the local level the concept of assessment is itself amorphous and variously defined. Does "Assessment" mean interviewing participants for program eligibility and developing an appropriate program experience? Does it mean judging academic abilities, occupational maturity and personal self-image in addition to program eligibility? Or is assessment the sum of the above plus constant evaluation of participants in the classroom, on the job, and in group and individual counseling sessions?[1]

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[1] Paul K. Franklin & Raymond J. Lewis, Educational and Youth CETA Programs for In-School Youth (1979-80), p. 25

Local program operators have varying views of assessment. Elaine Edmonds, Vocational Evaluation Assistant Coordinator for Mid-Willamette Valley Consortium, defines assessment as the initial screening process. It is the communication between client and counselor to determine interests and needed direction.

According to Alan Miller, Program Supervisor over Intake and Assessment for Jackson-Josephine Job Council, assessment is the opportunity to assess skills, needs and interests and use all the gathered information to make a career choice.

Nan Poppe, Vocational Evaluation Coordinator for Lane County CETA, says, "No two primes are running the same program. Assessment is different things to different people. To some it's an intake form and a personal interview; to some it's a structured series of tests, exercises and interviews, and to others it's nothing at all."

Each prime sponsor operates its program differently to meet the unique needs of the people in the local community (see diagrams in appendix). For example, Lane County CETA places everyone in their evaluation unit. Mid-Willamette Valley Consortium does not. According to Marque Haeg, Vocational Evaluation Supervisor, Mid-Willamette Valley Consortium, "Work evaluation is much more than an initial assessment. It includes more information and is more intense. Vocational evaluation is a comprehensive process that involves work, real or simulated, as the focal point and vocational counseling to assist individuals in their vocational development." In a two-week program, Mid-Willamette Valley Consortium does one week of career exploration and one week of vocational evaluation.

In the one week career exploration program, participants: 1) acquire information about the world of work; 2) learn about personal strengths and weaknesses; and 3) synthesize information and work to develop a career plan. In the second week participants may be involved in work sampling, psychometric testing and CIS. Lane County CETA combines these programs and does vocational evaluation in one week.

Jackson-Josephine Job Council conducts a one-hour assessment interview with everyone and sponsors three assessment and job search workshops.

Lane County CETA's Vocational Evaluation unit prepares the EDP after a week's evaluation. Jackson-Josephine Job Council assessment counselors prepare the EDP after the hour interview. Mid-Willamette Valley Consortium makes recommendations, but the EDP is written by another unit counselor.

Common to the programs of the three prime sponsors is the aim to help clients determine a career plan by providing information about themselves and the world of work. Lane County CETA and Mid-Willamette Valley Consortium administer academic and vocational tests to clients and conduct group and individual vocational and personal counseling sessions. In addition, both agencies use work sampling stations where clients engage in sample work activities during which counselors rate the clients on their ability to do designated tasks.

Nan Poppe of Lane County CETA is very positive about work sampling. She says, "If a person indicates interest in an area, the work sampling helps determine if a person will be successful in that area, or to what degree training is needed ir order for a person to have a good chance for employment. Women, especially, find the experience to be very positive. They come in thinking and saying they are just housewives, but find they might be very good at putting an engine together or working with their hands."

Elaine Edmonds of Mid-Willamette Valley Consortium also sees work sampling as a very positive tool. "At Mid-Willamette Valley Consortium, the focus is on the client's aptitude or potential to learn the task."

Jackson-Josephine Job Council does not do work sampling, but conducts a one-hour assessment interview to gain more information about clients and to determine their needed direction. The EDP is written by the assessment counselor at this time.

In all three primes, the EDP includes any test scores, as well as short- and long-range goals identified jointly by the counselor and client. Short-term goals might be: getting a G.E.D., using the Career Information System, enrolling in a training program to acquire needed skills, or attending workshops -- all geared towards the long-term goal of unsubsidized employment.

Jackson-Josephine Job Council also conducts a 30-hour assessment class for individuals who are CETA eligible but have not been able to identify their occupational goal. The objectives of the workshop are:

- to make participants aware of the skills and qualities they have to offer an employer
- to help participants identify specific job elements that are important to them
- to conduct field surveys and gather information that will help participants make job/career decisions
- to identify potential occupations related to participants' interests and needs
- to identify employment barriers and methods for overcoming them
- to motivate participants to develop a career plan that includes short- and long-range goals.

The purpose of assessment at all three of these prime sponsors is to provide staff and participants with accurate and realistic information about particpants' skills, aptitudes and interests. These kinds of information will enable staff to counsel participants regarding educational and occupational training, as well as to prepare a good Employability Development Plan.

The Role of the Career Information System

Even though all three prime sponsors approach assessment and writing EDP's differently, each views information as an integral part of its program.

> Providing people with assistance in making career choices is a complex task. A key element in providing good assistance is good career information. Individuals making decisions regarding employment and training opportunities must have basic job market information. People cannot effectively choose what they do not know. Good career information systems can provide CETA participants with the vital information necessary to exercise their right to choose.[2]

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[2] Systems of Career/Occupational Information for Youth and Other CETA Participants: Guidelines and Considerations for CETA Prime Sponsors, Report attached to CETA Bulletin #2-80, U.S. Department of Labor, Region 10, Seattle, Washington

To provide their clients with the information they need to make informed decisions about occupations and training programs, all three of the CETA prime sponsors mentioned above are using the Career Information System (CIS). This system utilizes a continuously updated computerized data base to generate detailed information in three major areas: occupations, programs of study and training, and post-secondary schools. This information is accessible at more than 400 CIS sites throughout Oregon. Each year some 200,000 people use CIS as an aid in choosing and planning for a career.

One way users access CIS information is through QUEST, a short questionnaire designed to help individuals identify occupations related to their interests and abilities. The information is delivered by the occupational needle-sort kit, interactive computer terminals and books.

CIS is being used by Jackson-Josephine Job Council, Lane County CETA, and Mid-Willamette Valley Consortium in four major areas:

1. Exploration of self and work environment;
2. Job search strategies;
3. Employability Development Plans;
4. Program development.

Exploration

CIS is used by all three prime sponsors for exploration. QUEST is filled out by the client, either individually or in a group. Then the computer terminal or needle-sort deck is used to generate a list of occupations for exploration. The process of selecting a manageable list of 10 to 20 occupations from the complete file is very important to get people thinking about themselves in relation to the world of work. Using the computer command "why not" to find out why a certain occupation is not on a client's list is important to this process. A counselor should be nearby to answer questions and guide the participant. People usually go through CIS more than once. After the first time the client is able to get the information they want independently.

As in all agencies, time is a factor. Counselors at Jackson-Josephine Job Council save time by explaining CIS to a group of 10 to 15 people. Each person in the group will fill out QUEST in the User's

Handbook and schedule an appointment to use the terminal on their own time. If a participant cannot come to the agency's offices to use CIS, a counselor will run the QUEST responses for the client. Back in the group, the clients talk about their lists of prospective occupations. If there is any uncertainty or confusion about the occupations on the list the needle-sort deck is used to generate a new list or to find out why a certain occupation was eliminated.

After developing a list of occupations to explore, each client will research information about the occupations they are interested in. According to Gina Meyer, Assessment Counselor at Jackson-Josephine Job Council, the occupational description information is used most. Of particular interest is the information on wages, entry-level requirements, and outlook for the job. If clients are still interested in an occupation after receiving the descriptive information, they will look at ways to prepare and examine applicable training programs and school information. Most participants obtain information for at least three occupations. The following is an example of the information contained in a CIS occupational description and preparation statement:

CIS Occupational Description Statement

ELECTRONICS ASSEMBLERS WIRE AND ASSEMBLE COMPONENTS TO MAKE ELECTRONIC PRODUCTS. MANY ELECTRONIC PRODUCTS ARE ASSEMBLED BY HAND WITH SMALL TOOLS SUCH AS PLIERS AND WIRE CUTTERS. FOR SOME TASKS, ASSEMBLERS MAY USE SOLDERING IRONS AND LIGHT WELDING MACHINES. SPECIALTIES: ELECTRONICS ASSEMBLERS (DOT# 726.684-018), COIL WINDERS (724.684-026) ELECTRICAL-CONTROL ASSEMBLERS (729.884.026), CAPACITOR ASSEMBLERS (729.684-014). CIS RELATED OCCUPATIONS: ELECTRONIC TECHNICIANS (SEE DESC 5668) ENGINEERING TECHNICIANS (DESC 2451), PRODUCTION ASSEMBLERS (5966).
---APTITUDES: GOOD VISION FOR CLOSE WORK, DEPTH PERCEPTION, AND EYE-HAND COORDINATION; ABILITY TO ADAPT TO A ROUTINE AND TO WORK WITH SET STANDARDS; AND ABOVE AVERAGE USE OF HANDS AND FINGERS. COLOR VISION IS NECESSARY BECAUSE WIRES AND COMPONENTS USED IN ELECTRONIC CIRCUITRY ARE COLOR CODED.
---WORK SETTING: INDOORS. WORK IN MODERN PLANTS IN AN ASSEMBLY LINE OPERATION. ELECTRONICS ASSEMBLERS USUALLY SIT ON A STOOL OR WORK CHAIR. MAY INVOLVE EVENING AND NIGHT WORK. EMPLOYERS: ELECTRONICS MANUFACTURING FIRMS.
---HIRING PRACTICES: FORMAL TRAINING IS UNNECESSARY FOR PLANT JOBS, BUT A HIGH SCHOOL DIPLOMA MAY BE REQUIRED. FIRMS WITH GOVERNMENT CONTRACTS MAY REQUIRE A CERTIFICATE FOR SOLDERING. TRAINING: SOME COMMUNITY COLLEGES NOW OFFER CLASSES IN ELECTRONICS ASSEMBLY, HOWEVER MOST RECEIVE TRAINING ON THE JOB. (SEE PREP 5686).

CIS Occupational Description Statement
(continued)

---CURRENT EMPLOYMENT: THERE ARE ABOUT 4,500 ELECTRONICS ASSEMBLERS IN THIS LARGE OCCUPATION IN OREGON. THE MAJORITY ARE LOCATED IN THE PORTLAND AREA. OTHERS ARE EMPLOYED IN THE MID-WILLAMETTE VALLEY AND IN SOUTHERN OREGON NEAR GRANTS PASS. MOST ARE WOMEN.
---WAGES: VARY WITH EMPLOYER AND LOCATION. ENTRY RATES RANGE BETWEEN $3.40-4.00/HOUR. EXPERIENCED WORKERS IN THE PORTLAND AREA EARN $4.70-6.00/HOUR.
---OUTLOOK: SURPLUS. THE OUTLOOK FOR THIS OCCUPATION DEPENDS ON THE LEVEL OF ECONOMIC ACTIVITY AND ON EXPANSION OF MANUFACTURING INDUSTRIES PRODUCING ELECTRONIC COMPONENTS, INSTRUMENTS AND EQUIPMENT USED IN MEDICINE, AEROSPACE AND OTHER INDUSTRIES. CURRENTLY, THE LEVEL OF BUSINESS ACTIVITY IS LOW, CAUSING LESS DEMAND FOR ASSEMBLERS AS EMPLOYERS DELAY EXPANSION OR LAY OFF STAFF. OVER THE LONG RUN, EMPLOYMENT WILL GROW STEADILY. MOST OF THE GROWTH WILL BE IN THE PORTLAND-VANCOUVER AREA WHERE PLANS CALL FOR EVENTUAL EXPANSION. SOME ELECTRONICS PLANTS ALSO ARE LOCATED IN THE MID-WILLAMETTE VALLEY AREA, LANE COUNTY, AND SOUTHERN OREGON. REPLACEMENT OF THOSE WHO LEAVE THE OCCUPATION WILL CAUSE OPENINGS FOR ASSEMBLERS IN THESE AREAS. APPLICANTS WHO ARE WILLING TO WORK EVENING AND NIGHT SHIFTS AND WHO HAVE A STABLE WORK HISTORY IMPROVE THEIR CHANCES FOR GETTING A JOB.

CIS Preparation Statement

---SKILLS: ABILITY TO READ DIAGRAMS AND TO USE SMALL TOOLS, SOLDERING IRONS AND WELDING MACHINES. ABILITY TO READ AND WRITE ENGLISH IS NECESSARY TO READ BLUEPRINTS AND MANUFACTURING OUTLINES.
---PREPARATION: PRESENT STUDIES INDICATE THAT FORMAL TRAINING IS NOT NECESSARY, BUT A HIGH SCHOOL DIPLOMA MAY BE REQUIRED. SOME COMMUNITY COLLEGES OFFER COURSES IN ELECTRONICS ASSEMBLY, HOWEVER MOST ARE TRAINED INFORMALLY ON THE JOB.
RELATED EDUCATIONAL PROGRAM: ELECTRONICS (SEE PROG 292).
---TIPS: ELECTRONICS ASSEMBLERS MAY BECOME INSPECTORS, GROUP LEADERS, OR SUPERVISORS BY LEARNING ALL DETAILS OF THE WORK, GAINING ADDITIONAL SKILL AND KNOWLEDGE IN THE DIFFERENT PHASES OF THE MANUFACTURING PROCESS, AND ATTENDING TRAINING MEETINGS OFFERED BY THE EMPLOYER. KNOWLEDGE OF ELECTRONICS AND OF THE COMPANY'S PRODUCT, GOOD COMMUNICATION SKILLS, AND HAVING WORKED ON PRODUCT QUALITY CONTROL ON THE ASSEMBLY LINE ARE ALL FACTORS LEADING TO ADVANCEMENT. TAKING COURSES SUCH AS ELEMENTARY ELECTRONICS AND MATH IN HIGH SCHOOL OR AT A COMMUNITY COLLEGE OR TECHNICAL SCHOOL IS ALSO HELPFUL. TO ADVANCE FROM ASSEMBLY WORK TO MORE TECHNICAL JOBS SUCH AS ELECTRONICS TECHNICIANS USUALLY REQUIRES AT LEAST 2 YEARS OF COLLEGE.

During the initial exploration phase clients also use other tools such as SEARCH, COPS, BOLLES, or ABLE to determine interests, aptitudes, and skills. They then focus on the "reality" of the occupation. "Is there a job out there?" "What's it really like?" "Do I have the skills I need to succeed?" These are all questions asked and looked into by using the CIS information, as well as doing work sampling or field surveys.

Mid-Willamette Valley Consortium and Lane County CETA use work sampling to determine participant skills in the areas of work they are interested in and to demonstrate the type of work that is done. Sometimes people say, "This isn't for me -- I really don't like working with my hands." A person will then go back into the CIS system in order to generate information on other prospective occupations.

Jackson-Josephine Job Council uses field surveys to focus on the "reality" of the occupation. Participants go out into the field to gather more information about an occupation of interest. If they have used CIS before they go out, they are able to ask more relevant questions about the job. "It is not uncommon for some people to be offered jobs in this process," according to Alan Miller, Program Supervisor over Intake and Assessment, Jackson-Josephine Job Council. The following is a list of questions a user can get from the back of the needle-sort handbook or from the computer terminal.

<u>CIS Questions for an Occupational VISIT</u>

QUESTIONS FOR AN OCCUPATIONAL VISIT

1. WHAT IS YOUR JOB LIKE?
   A TYPICAL DAY: WHAT DO YOU DO?
   WHAT KINDS OF PROBLEMS DO YOU DEAL WITH?
   WHAT KINDS OF DECISIONS DO YOU MAKE?

2. WHAT ARE THE MOST IMPORTANT PERSONAL SATISFACTIONS AND DISSATISFACTIONS CONNECTED WITH YOUR OCCUPATION?

3. WHAT SOCIAL OBLIGATIONS GO ALONG WITH A JOB IN YOUR OCCUPATION?
   ARE THERE ORGANIZATIONS YOU ARE EXPECTED TO JOIN?
   ARE THERE OTHER THINGS YOU ARE EXPECTED TO DO OUTSIDE OF WORK HOURS?

4. WHAT THINGS DID YOU DO BEFORE YOU ENTERED THIS OCCUPATION?
   WHICH HAVE BEEN MOST HELPFUL?
   WHAT OTHER JOBS CAN YOU GET WITH THE SAME BACKGROUND?

5. WHAT SORTS OF CHANGES ARE OCCURRING IN YOUR OCCUPATION?

6. HOW DOES A PERSON PROGRESS IN YOUR FIELD?
   WHAT IS THE BEST WAY TO ENTER THIS OCCUPATION?
   WHAT ARE THE ADVANCEMENT OPPORTUNITIES?
   WHAT ARE THE MAJOR QUALIFICATIONS FOR SUCCESS IN THIS PARTICULAR OCCUPATION?

SOME CAUTIONS:

THERE ARE OTHER RESOURCES FOR PERSONAL COUNSELING AND GUIDANCE SO YOU SHOULD NOT EXPECT THIS PERSON TO HELP WITH PERSONAL PROBLEMS.

BEFORE YOU GO FOR THE VISIT, YOU SHOULD READ THE OCCUPATIONAL DESCRIPTION.

IF YOU DECIDE TO FOLLOW THIS OCCUPATION, REMEMBER THAT EVERY JOB, EVEN IN THE SAME FIELD, IS SLIGHTLY DIFFERENT.

THIS IS NOT A REFERRAL TO A JOB OPENING, SO DO NOT EXPECT TO BE OFFERED A JOB.

Sometimes after doing work sampling or field surveys, clients are no longer interested in the occupation they selected. They will then go back into the CIS system and begin the process over again. If, however, they remain interested in the occupation they selected and have the skills necessary for the job, they will use CIS to obtain information on ways to prepare, programs of study, where schools are located, and financial aid information.

In cases where there is a communication problem between the counselor and client, CIS is effectively used to impart information. As an example of this, Elaine Edmonds of Mid-Willamette Valley Consortium worked with a client with a severe back injury who refused to think about working in any occupation paying under $1,500 a month. Elaine had the client go through CIS and he ended up with no occupations. After using the "why not" and "change" commands on the computer terminal, he realized he needed to consider other alternatives. Elaine said, "Not

until the computer printed out the information did he realize I knew what I was doing. CIS helped open up the channels of communication."

Job Search Strategies

When a client is "job ready," all three prime sponsors offer training on job search techniques. Job search training is usually conducted after a participant has completed a G.E.D., classroom training, on-the-job training or work experience. The emphasis is on developing job-finding skills. Some of the areas discussed include:

1. how to write a resume;
2. how to interview;
3. questions employers ask;
4. filling out applications;
5. where to find job sources;
6. VISITs and field surveys.

Some agencies also do video-taped interviewing and role playing. Lane County CETA has developed a Job Club to provide support while people are looking for unsubsidized employment.

CIS can be used to help write resumes. Clients examine the description of the occupation and identify the skills needed to perform the job. Then, using their own background and experiences, they write a resume using some of the same language in the CIS description.

The following is an activity designed to help people write resumes using the CIS information:

TITLE: Writing a Skill-Related Resume

OBJECTIVE: To make a person aware of the skills required for a particular occupation and have the person assess the extent to which he or she possesses these skills

MATERIALS NEEDED: CIS computer or needle-sort handbooks
CIS terminal or Occupational Information Printouts

PROCEDURES:

1. Choose an occupation in the CIS description file.
2. Circle or list all verbs or verb phrases that describe what someone <u>does</u> in that occupation.
3. For each verb selected write a paragraph citing examples regarding your ability to perform the tasks.
4. Write a resume or a statement to go with a job application in which you include the paragraphs you have written.

CIS is also used in preparing for a job interview. The information will make the participant more knowledgeable about a particular occupation and can also be used by the counselor to role play the interview. A counselor cannot be expected to know specific information about each occupation, but by using CIS, a counselor can determine many of the questions an employer in that occupation would be likely to ask. The following is an activity designed to help people prepare for the job interview:

TITLE: Interview Skill Training

OBJECTIVE: To acquaint people with the kinds of questions typically asked in a job interview and to provide them an opportunity to practice interviewing skills

MATERIALS NEEDED: CIS Job Hunting - Getting It Together booklets
CIS terminal or needle-sort and Occupational Information Printouts

PROCEDURES:

1. Identify an occupation you are considering.
2. Read about it in the CIS description file.
3. Look at page 7 of Job Hunting booklet (Questions Employers Ask) and on a piece of paper write down the answers to questions.
4. Share your ideas and information in a group or with a counselor.
5. Take turns role-playing a "mock interview."
   a. The person that plays the role of the employer should read the occupational description first. This will enable the person to ask specific questions about the occupation.

Another way CIS may be used is to develop a list of places to look for work. Using the CIS Occupational Information Printouts and the Yellow Pages, a counselor and client may think of all the possible places a person in a particular occupation might work. The following is an activity and worksheet to help people brainstorm places to look for work:

TITLE: Places to Look for Work

OBJECTIVE: To begin brainstorming places to look for work in the local area

MATERIALS NEEDED: Worksheet for each person (see attached)
CIS User's Handbooks (computer or needle-sort)
CIS terminal or Occupational Information Printouts
Local Yellow Pages

PROCEDURES:

1. Identify an occupation you are considering.
2. Discuss with a counselor or a small group what type of firms or organizations might hire for that occupation.
3. Look up the occupation or the type of firm you are considering in the telephone Yellow Pages.
4. List the names, addresses, and phone numbers of places you think might hire someone in the occupation you are considering.
5. Read about the occupation in the CIS description file.
6. Work with a counselor in setting up an occupational VISIT.

WORKSHEET

OCCUPATION		Types of Firms/Organizations That Might Hire Someone in the Occupation You Have Chosen	Actual Firms or Organizations in Your Area		
Title	CIS No.		Name	Address	Phone No.

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Employability Development Plans

Each prime sponsor develops its own form for Employability Development Planning. The forms vary in length and in detail. However, they all obtain information on the following:

- employability readiness;
- barriers to employment;
- employment goals;
- training needs;
- specific training plan.

The EDP form for Jackson-Josephine Job Council asks if the client's career/occupational objective is a demand occupation. The counselor looks up the occupation in the CIS Occupational Information Printouts and checks yes or no on the EDP. If it is not a demand occupation, the counselor must justify why the client is pursuing the occupational objective. The counselor will use the CIS outlook information in addition to other known variables about the client in presenting the explanation. Jackson-Josephine Job Council also lists a transition plan for each client that includes specific CETA services and activities. CIS may be listed as a specific activity for a client to pursue.

Lane County CETA and Mid-Willamette Valley Consortium do not list "Use CIS" on the EDP, but CIS is used by these prime sponsors to identify an employment goal or establish a specific training plan.

Program Development

Program planners at Lane County CETA and Mid-Willamette Valley Consortium use CIS supply/demand and outlook information to determine training areas. Mid-Willamette Valley Consortium will look at demand occupations and identify those for which that agency will provide training. One program planner said, "CIS is their primary source of information for reports." Lane County CETA uses Occupational Employment Statistics (OES) projections for growth occupations and CIS for summary of general educational skills or aptitude requirements for an occupation. This agency also uses the Lane County Employment Service to identify the major industries hiring people for a particular occupation in the area.

Conclusion

There is no one "right" way to do assessment, vocational evaluation or Employability Development Planning. A variety of strategies and tools are used by the agencies that best match the agency resources and client needs.

One common tool used by Lane County CETA, Jackson-Josephine Job Council and Mid-Willamette Valley Consortium is the Career Information System (CIS).

Good career decision making from youth through retirement requires accurate occupational and educational information. Jackson-Josephine Job Council, Mid-Willamette Valley Consortium and Lane County CETA find the Career Information System to be an invaluable resource for career decision makers.

CIS is used:

1. to provide exploration by providing facts about jobs. (CIS helps people discover facts about themselves and teaches labor market concepts.)
2. to increase knowledge about jobs and training so informed choices can be made. (CIS provides information about occupations, programs of study and training, and post-secondary schools.)
3. to motivate the unemployed so they will become more interested in exploring training and placement opportunities. (The CIS computer terminal and the dynamics of the cards falling off the needle-sort deck help motivate people to examine occupational and educational information.)
4. to help discover courses of action and the way various alternatives might affect their future. (CIS outlook statements and localized information make people aware of the effect their choice has on their career.)
5. to assist in applying for and entering into training and employment. (CIS is used in writing resumes, conducting interviews, doing field surveys or site visits, and brainstorming possible places to apply.)

6. to assist in writing Employability Development Plans.
7. to assist in program planning.

Appendix

LANE COUNTY CETA ASSESSMENT PROCESS

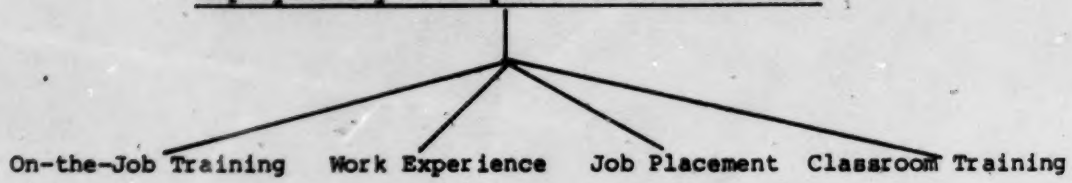
INTAKE
(To Determine Eligibility)

Vocational Evaluation Unit

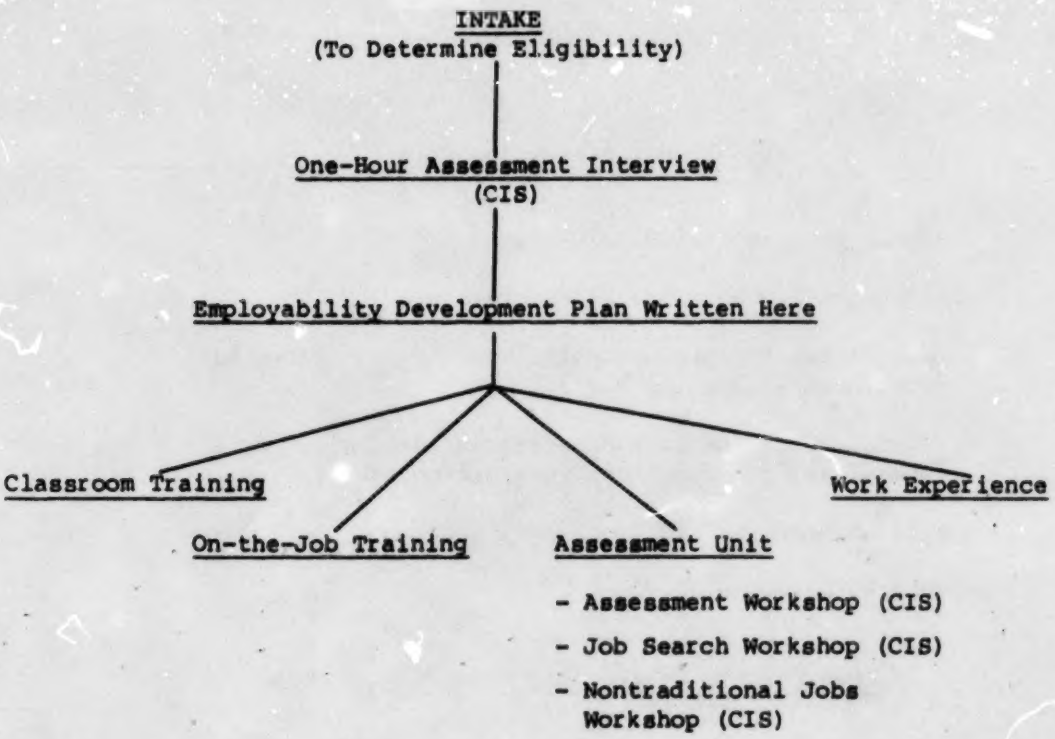
One-week program that determines:

- Interests: COPS, CIS, VOICE (Valpar)
- Educational Background (determined by interviews with vocational evaluation staff)
- Previous Work and Life Experiences (determined by interviews with vocational evaluation staff)
- Aptitudes and Skills (work sampling)
- Counseling (ongoing)

Employability Development Plan Written Here



JACKSON-JOSEPHINE JOB COUNCIL



MID-WILLAMETTE VALLEY CONSORTIUM

INTAKE

- Determine Eligibility
- Initial Assessment

- On-The-Job Training
- Work Experience
- Classroom Training
- Vocational Evaluation
- Pre-employment Workshop (CIS)
- Job Seekers Workshop (CIS)

Two-Week Program

First week - Career exploration and awareness activities

- ABLE
- COPS
- CIS
- Looking into GATB & SEARCH

Second week

- Work sampling
- CIS
- Psychometric testing

Recommendations written for Employability Development Plan (EDP)*

- On-The-Job Training
- Work Experience
- Classroom Training
- Job Seekers Workshop (CIS)

*Actual Employability Development Plan written by counselors in on-the-job training, classroom training, work experience or in job seekers workshop